

# Collaborative Technology

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## Introduction

### iPads

- Ken explains logic behind use of iPads in the classroom
- Miriam explains some of the benefits and drawbacks noticed from a student consultant perspective

### TEI Markup

- Ken talks about TEI markup software

### Prezi

- Miriam talks about Prezi (general introduction - some of the features, benefits and drawbacks).
- Ken talks about goals / results of syllabus Prezi project

## Conclusion

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### Intro: (Miriam)

- First worked together (fall 2012 -Jewish Images / reconvened for summer 2013)
- Much work I've done with Ken has influenced my own teaching
- Work in a school for kids with learning differences – many students rely on assistive technology (and on the flip side have developed an over-reliance on technology)
- Challenge as a teacher is to present technology so that it fosters learning and promotes collaboration rather than creating a distraction / isolating / serving as a way to hide.
- Using technology with intention: Important that students understand WHY they are using technology - developing awareness about WHY

### Intro: (Ken)

- I want to use technology that can enhance humanistic inquiry; when it doesn't do that, I will abandon it entirely
- Collaborative learning with Miriam has helped me to see this technology differently and to understand its impact on students

## iPads

Why use iPads: (Ken)

- Students share in content creation
- Move students away from hiding behind computer screens

Benefits: (Miriam)

- setup of room and nature of sharing iPads led to a very community – oriented feel : not everything was mediated by the instructor - challenges the “student at the desk / teacher at the board” paradigm
- lends itself nicely to an image-based class
- There was an evolution of attitude throughout the semester. By the end of the semester there was an increased comfort with the exchange. Quote from my final write up: “I think at the end of the semester, there was a sense of palpable enthusiasm and a sense of ownership that people had for the technology.”

Drawbacks:

- at times a bit unnatural – took awhile for students to integrate technology in comfortably - one way to get off the ground initially is for instructor to have a few concrete things that he asks specific students to look for in class to give some direction. Also an idea to put the iPads at specific seats at the table to encourage people who might not be as comfortable reaching for them to participate.
- took a while to achieve an organic flow for the exchange of iPads in classroom. - can be transparent about this with the students.
- Some students felt that when they were searching for something on the iPad that they were removing themselves from the conversation - one student suggested having designated “iPad” time in groups so as to avoid this

## TEI Markup: (Ken)

- oXygen XML Editor—[https://www.oxygenxml.com/xml\\_editor.html](https://www.oxygenxml.com/xml_editor.html)
- Designed to move students to do close textual analysis
- Problem of translation: from material script to digital media
- The software platform enforces certain kinds of choices of interpretation. Metadata, in this sense, is not neutral
- Students must think about the audience for their work
- In the end, students were frustrated with this software
  - Focused more on software than close textual analysis. I was not clear why we were using this software, and offered two conflicting reasons (to do

close textual analysis, and to see how software guides certain choices we make)

- Metadata tags were confusing and hard to learn (steep learning curve)
- I abandoned the use of TEI after fall break, but I think students learned despite themselves (some students continued to use the software for final papers)

## **Prezi**

Benefits: (Miriam)

- WORKS well for visual things (map template) easy to establish international connections
- gives a more flexible / non linear approach (zoom feature) -
- works to develop that AWARENESS / requires the person creating the prezi to consider interface
- allows people to collaborate remotely

Drawbacks: (Miriam)

- steep learning curve / (new software called prezi “next” – even if you are already familiar with prezi, it takes a bit of adjustment) - works well to use over the course of a long period of time to work on a long term project
- easy to get caught up in the “fancy” technology without an awareness of WHY the particular template they are choosing helps facilitate their presentation
- Privacy and perks (presenter mode, analytics) are not free (can lead to a conversation about your internet identity)

Goals: (Ken)

- Students create their own interpretations of the syllabus and how the readings work and don’t work together
- To think visually about written texts, and how to make a visual argument about textual material

## **Conclusion**

- (Miriam) Important to ask for feedback / reflect upon technology
- (Ken) I am concerned that some students are only going to learn “what is on the test,” and so if a certain technology is not required for a grade, then they might not really care. So I need to make sure that the technology is central to what I want them to learn.